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| **Art Curriculum Infants** | | | |
| **Early Years Curriculum** | | | |
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| **Milestone 1** | | | |
| **Topic** | **Key Vocabulary** | **Sticky Facts** | **Essential Skills** |
| **Superheroes**  **Printing**  Superhero Cityscape | **Abstract**  **Rubbings**  **Relief printing**  **Block printing Repetition** | * Abstract art is art which does not represent images of our everyday world. * Paul Klee is an abstract artist. * Printing makes a copy. You could paint your hand, press it down on paper and you would see a copy of your handprint. * Relief printing is created by removing areas of a block to form a pattern, usually this is carved from the block e.g. lino or block printing. | * **Create a Superhero Cityscape using printing techniques.** * Make marks in print with a variety of objects including natural and made objects. * Make rubbings. * Carry out different printing techniques e.g. relief printing, block printing. * Build a repeating pattern and recognise pattern in the environment. * Design patterns of increasing complexity and repetition. * Print using a range of materials, objects and techniques. |
| **Africa**  **Textiles**  Kente Cloths Weaving | Kente cloth  Colour  Shape  Pattern  Weave  Interlace  Warp  Weft  Layer  Print | * Kente cloth is a hand-woven cloth originally made by the Ashanti people in the West African country of Ghana. * It was originally worn by royalty, wealthy, or highly respected people. Today it is worn by all, especially for special occasions. * It is characterised by patterns and specific colours, all of which have special meaning. * Weaving is a textile art and craft that involves interlacing two sets of threads at right angles to form a cloth. * The lengthwise yarns are called the warp and the crosswise yarns are called the weft. * Weaving is usually done on a loom.   African Crafts for Kids- Exploring Kente Cloth Meaning Through Paper  Weaving - The Kitchen Table Classroom**Kente cloth strips**https://www.lessons4learners.com/uploads/4/3/8/5/4385398/1422084.png | * **Create own Kente Cloth using weaving.** * Review what they and others have done and say what they think and feel about it. e.g. annotate sketchbook using language of art, craft and design. * Use a variety of techniques e.g weaving, finger knitting, fabric crayons, sewing and binca. * Layer different media, e.g. crayons, pastels, felt tip pens and charcoal. * Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. * Create textured collages from a variety of media. |
| **Land Ahoy!**  **Sculpture and collage**  Sustainable art using natural materials  **Artist:**  **Andy Goldsworthy**    <https://www.bbc.co.uk/bitesize/clips/zs87tfr>  <https://www.ipadartroom.com/andy-goldsworthy-inspired-lesson/> | **Sculpture**  **Recycle**  **Malleable**  **Form**  **Natural Man-made**  **Symmetry**  Colour  Tone  shape  Spiral  Wavy  Straight  Bendy  Texture | * Andy Goldsworthy is a British Artist. * Andy Goldsworthy makes sculptures with natural materials in the UK and around the world. * Natural resources are materials that are 'naturally' found around us. We may have to dig them out of the ground, grow them, or take them from living things. * Andy Goldsworthy takes photographs of his work to show how they change over time. | * **Create sculpture using natural materials in the style of Andy Goldsworthy.** * Manipulate malleable materials in a variety of ways. * Explore sculpture with a range of media. * Experiment with constructing and joining recycled, natural and man-made materials. * Use simple 2D shapes to create a 3D form. * Create images from imagination, experience or observation. * Create textured collages from a variety of media. |
| **Pole to Pole**  **Painting and drawing**  **Artist:**  **Nerys Levy** | Shade  Tone  Smudge  Repetition  Primary colours  Construct  Landscape  Observe | * Tone can be dark, light or medium. * Marks (dots, dashes etc.) can be used to create patterns and texture. * Textures can be created by adding different materials to paint. * Colours from the colour wheel create certain moods.   See the source image  The Art of Nerys Levy - Arctic & Antarctic Landscapes | * **Paint in the style of Nerys Levy.** * Observe and draw shapes from objects. * Use a range of marks to create pattern inc. layering different media e.g. pencil, ballpoint, pastels, crayons. * Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. * Use a variety of tools and techniques including the use of different brush sizes and types. * Mix secondary colours and shades using different types of paint. * Work on different scales. * Name different types of paints and their properties (watercolour, poster, acrylic etc). * Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. |
| **Fire! Fire!**  **Printing and painting**  Great Fire of London  **Artist:**  **Ann Bridges** | Primary colours  Secondary colours  Abstract  Shade  Tint  Potato printing  Relief printing | * Printing makes a copy. You could paint your hand, press it down on paper and you would see a copy of your handprint. * Potato printing is an example of relief printing. * The three primary colours are red, blue and yellow. They are called primary colours because they cannot be made from any other colours. * Secondary colours are made by mixing two primary colours e.g. red and yellow makes orange.   <https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/art-design-skills/craft-printing-ks1-kapow-theme-great-fire-of-london/> | * **Create a ‘Great Fire of London’ scene using painting and printing skills.** * Use a variety of tools and techniques including the use of different brush sizes and types. * Mix secondary colours and shades using different types of paint. * Work on different scales. * Name different types of paints and their properties (watercolour, poster, acrylic etc). * Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. * Make marks in print with a variety of objects including natural and made objects. * Carry out different printing techniques e.g relief printing. * Build a repeating pattern and recognise pattern in the environment. * Print using a range of materials, objects and techniques. |
| **Once upon a time…**  **Painting, drawing and collage**  **Artist:**  **Hundertwasser** | Primary colours  Secondary colours  Warm and cool colours  Shade  Tint  Tone  Layer | * Hundertwasser was a famous artist who was best known for his use of bright, dark colours and spiral shapes. * Hundertwasser was influenced very much by nature. Many of his designs included grass, trees and plants. He often depicted trees like lollipops. * In his artwork, he used warm and cool colours. Warm colours are red, pink, orange and yellow and cool colours are purple, blues, greens. * The three primary colours are red, blue and yellow. They are called primary colours because they cannot be made from any other colours. * Secondary colours are made by mixing two primary colours e.g. red and yellow makes orange. * Pencil, pastel and paint produce different line, texture and effects. * Pencil, pastel and paint produce different effects on contrasting backgrounds.   Hundertwasser art project for kids that teaches warm and cool colors plus pattern and line. Student gallery | * **Create a scene from nature in the style of Hundertwasser.** * Observe and draw shapes from objects. * Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, chalk and other dry media. * Begin to explore the use of line, shape and colour. * Understand the basic use of sketchbook and work out ideas for drawing. * Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. * Use a variety of techniques and tools including different brush sizes and types. * Work on different scales. * Identify primary and secondary colours by name. * Begin to mix shades and tones of secondary colours. |

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| **Art National Curriculum Skills** | | | |
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| **Develop Ideas** | **Techniques: Painting** | **Techniques: Drawing** | **Techniques: Sculpture** |
| * Respond positively to ideas and starting points. * Explore ideas and collect information. * Describe differences and similarities and make links to their own work. * Try different materials and methods to improve. * Use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. | * Name the primary and secondary colours. * Experiment with different brushes (including brushstrokes) and other painting tools. * Mix primary colours to make secondary colours. * Add white and black to alter tints and shades. * Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | * Draw lines of varying thickness. * Use dots and lines to demonstrate pattern and texture. * Use different materials to draw, for example pastels, chalk, felt tips. * Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. | * Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. * Use a variety of techniques, e.g. rolling, cutting, pinching. * Use a variety of shapes, including lines and texture. * Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. |
| **Techniques: Collage** | **Inspiring Artists** | **Techniques: Printing** | **Textiles** |
| * Use a combination of materials that have been cut, torn and glued. * Sort and arrange materials. * Add texture by mixing materials. * Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | * Describe the work of famous, notable artists and designers. * Express an opinion on the work of famous, notable artists. * Use inspiration from famous, notable artists to create their own work and compare. | * Copy an original print * Use a variety of materials, e.g. sponges, fruit, blocks * Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. * Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. | * Show pattern by weaving. * Use a dyeing technique to alter a textile’s colour and pattern. * Decorate textiles with glue or stitching, to add colour and detail. * Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. |